DOCUMENT RESUME

ED 215 995 SP 020 147

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TITLE Facilitating Educational Change. Training Workshop. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.
INSTITUTION National Inservice Network, Bloomington, Ind.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE May 81
GRANT G00781840
NOTE 94p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Change Agents; Educational Change; Elementary Secondary Education; Group Instruction; *Inservice Teacher Education; Professional Continuing Education; *School Personnel; Staff Development; Teacher Educator Education; *Teacher Educators; *Training Methods; *Workshops

ABSTRACT

Workshop activities and materials designed to provide school personnel trainers with an organizing system, analytical skills, and strategies to increase training effectiveness are provided in five modules. The workshop is based on change agent principles and can be adapted to fit different situations. The introduction explains the workshop design, suggests methods of effective workshop planning, and discusses workshop evaluation. The five modules are presented, each with objectives, estimates of total time, suggested lecture content, and instructions for activities. The first module gives an overview of the model's four elements: adopters (the target population), blackbox (innovative technique or skill), change agent (the trainer), and domain (total environment). The second training module discusses working with the target population. In the third module, strategies for implementing the innovation are explored, and the fourth module reviews the roles and influence of the change agent or trainer. The fifth module examines the nature of the learning environment in which change is to occur. Masters for transparencies and worksheets for activities are provided for each module, and a list of 22 references is appended. Also included are short amd long term evaluation forms, a group introductory activity, and brief considerations for change agents. (FG)

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ED215995

Initiating Change Through Inservice Education:
A Topical Instructional Modules Series

FACILITATING EDUCATIONAL CHANGE

Training Workshop

by

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SP 020 147

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Acknowledgments

To each of the authors and the many school-based practitioners in Michigan, Indiana, Colorado, and Wisconsin, we thank you for your participation in the development of these training modules. It is our belief that personnel in service to the handicapped student will benefit from your contribution to this series.

The editors would also like to acknowledge Paul Solaqua, a managing editor at Allyn and Bacon, Inc., and Mr. Paul Brookes of Brookes Publishers for their interest and feedback on this series.

Finally, the editors would like to extend their sincere thanks to Valerie Merriam for her tenacious and thorough editorial work that has finally made this series a reality.

This document was produced through a training project funded by Grant No. G00781840, Division of Personnel Preparation, Office of Special Education/Rehabilitative Services, to Indiana University regular education training project, which is solely responsible for the opinions expressed herein.

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SECTION I ..... INTRODUCTION

INTRODUCTION

Developmental History

The content of this workshop is an elaboration of the ABCD model, a model of change agentry for trainers. The model is based on the work of three theorists and researchers in educational change, Ronald Havelock, Everett Rogers, and Gene Hall, and was designed by Diane Dormant for practitioners. Hence, Havelock, Rogers, and Hall are responsible for content strengths; Dormant is responsible for content weaknesses.

Based on an analysis of the content domain, the intended target population, and the probably contexts in which training might occur, the workshop was designed by Dormant and Kathy Byers under the sponsorship of the National Inservice Network of Indiana University. Dormant and Byers have presented the workshop numerous times for various groups, including directors of nationally funded projects, state and local education inservice trainers, and regular and special education personnel. The current version reflects the results of a year's evaluation and revision.

Rationale

This workshop, based on principles of change agentry, offers the trainer a useful perspective for analyzing and planning for more effective training.

Workshop Goals

This workshop provides participants with an organizing system, with analytical skills, and with appropriate strategies for increasing the effectiveness of their training.

Workshop Design

The workshop is a self-contained package, i.e., it is designed to provide trainers with the content and materials necessary for the presentation of a workshop on change agentry skills for school personnel. The trainer is provided with lecturette content, an annotated list of references, instructions for facilitating activities, and examples of transparencies and handouts.

The workshop is not only self-contained; it is also modularized for easy adaptability to local needs. The five modules with their variable times are as follows:

1. Overview of the ABCD Model (15-30 min.)
2. Adopters (35 min.)
3. Blackbox (30 min.)
4. Change Agent Strategies (60-135 min.)
5. Domain (50 min.)

Different combinations of these modules are appropriate to different situations. If all modules are used in their longest form and an introduction and conclusion are added, the workshop runs for about 6½ hours. However, alternative schedules can be designed for shorter workshops. Modularization allows for flexibility of both time and content to meet local constraints and needs.

Each module contains one or more lecturettes. Most modules contain one or more application activities. Lecturettes are short, supplemented by transparencies, and alternated with the application activities. Activities are followed by some form of feedback or discussion.

The content of the lecturettes is presented in each module and is supplemented by overhead transparencies. In order to make the material more meaningful to participants, workshop leaders are encouraged not only to become thoroughly familiar with the content ahead of time but also to devise and incorporate their own examples into the content. All lecturettes may be copied, assembled (with corresponding figures made from transparency samples) and distributed as pre-workshop readings or handed out at the workshop as take-home references. This eliminates unnecessary notetaking and facilitates participant interaction during the workshop.

All workshop activities are described in detail in Section II. The structured nature of the activities firmly guides participants as they apply concepts and skills to their own situation. In addition, the process nature of the activities affects participants in several desired ways: they maintain interests they share with each other, and they accept more responsibility for their own learning. Section II also includes Participant Worksheets which are used in the activities. These can be assembled into a single packet and distributed at the beginning of the workshop. Modifications in activities are also suggested for various kinds of groups.

The equipment and materials needed for the workshop are

simple and readily available. Equipment required includes an overhead projector, screen, blackboard or newsprint pad, markers, and masking tape. With the exception of optional readings for the leader (see suggested Supplementary Readings), all materials are provided here. (Sections II and III can be freely duplicated for workshop use.)

Workshop Implementation

One of the most ignored but important phases of inservice training implementation is that of pre-training communication with participants. Often, the only information provided is "where" and "when" the workshop is scheduled and even this information is sometimes unclear or unreceived.

The success of a training workshop lies in its effect on the participants. And, this effect begins the first time they hear about the workshop. A pre-workshop packet delivered to each participant a week or so before a workshop can increase the effectiveness of the workshop. Such a packet might include the following:

- logistics of the workshop (time, date, location)
- logistics related to the workshop (parking, lunch, coffee breaks)
- relevant money matters (release time, reimbursements, costs)
- list of participants with titles, etc. (people like to know who's coming)
- a short-and-sweet "teaser" which relates the topic of the workshop to the participants' own probable con-

cerns, needs, etc.

- schedule
- a cover (need not be expensive) with workshop title, etc., which can be used not only for pre-workshop materials but also for workshop handouts and a feeling of esprit de corps

If the workshop leaders and the sponsors are not the same, such a pre-workshop packet -- if designed by both -- can increase mutual ownership and positive feelings toward the workshop content.

The facility for the workshop should be conducive to leader presentations, individual writing activities, and group interactions. Suggestions for the setting include the following:

- a room large enough to accommodate the participants
- tables (preferably round) and comfortable chairs, arranged to seat five or so participants in each group
- acoustics that permit lecturettes to be easily heard; lighting and projection situation that permit visuals to be easily seen
- spacing and acoustics that permit simultaneous and independent discussions at different tables
- nearby but unobtrustive restrooms
- refreshments (water, coffee, tea, cold drinks)
- provision for non-smokers
- (if all day) reliable, quick, nearby lunch facilities

Obviously, most workshop facilities lack some of these characteristics. However, advance planning can often correct or

offset limitations.

The workshop leader must provide the content for the participants, as well as the structure for their interactions with the content and with each other. Hence, the leader needs both content and process expertise.

The leader should be thoroughly familiar with, at a minimum, the content provided in the lecturettes. In addition, as a background for that content, a reading of Havelock's The Change Agent's Guide to Innovation in Education (1973) and a sampling of the other references is suggested. If the leader can attend presentations or workshops on the topic, this is also advised. Since the leader conveys the workshop content to the participants, s/he should prepare lecture notes, rehearse, and modify his/her presentation to match content requirements and the allocated time.

However, the success of the workshop depends upon more than content and presentation expertise. It also depends upon the leader's capability to facilitate group activities. Such a capability includes the following:

- the ability to stay on task while still being responsive to participants' needs
- the ability to merge individuals into the group: to de-fuse the obnoxious, to encourage the shy, to shepherd the stray
- the ability to admit ignorance (non-defensively) and keep going

The demands upon a leader, particularly in a full-day workshop, are sizeable. For this, as well as other reasons, co-

leaders are highly recommended. Co-facilitators can serve as a check on each other (e.g., keeping time, noting omissions, providing clarifications); they can provide more individual assistance during application activities; they can offer greater variety in presentation and, hence, heighten interest. Of course, co-facilitation, like leadership, has its requirements. One-upmanship, sarcasm, criticism -- all are as destructive for the co-facilitator as they are for the participant. However, two people who know and respect each other can provide a more satisfying workshop not only for the participants but also for themselves.

Seating of participants can be self-selected or by assignment. The composition of groups (approximately five members each) will be dependent upon the existent relationships of the individual participants and upon the training objectives. Usually, participants are treated as independent individuals and either allowed to sit where they want or are seated by some random system (e.g., numbered cards). However, sometimes real-world relationships determine grouping. For example, if members of ongoing inservice planning teams from different schools make up the participants, they might accomplish more by working in their real-world teams during the workshop. On the other hand, if the leader has reason to think that breaking up real-world teams for the period of the workshop may be indicated, s/he can treat all participants as individuals.

Evaluation

At the conclusion of the workshop, a short evaluation

can provide the leaders with useful information both for determining follow-up necessary and for revising the workshop for future presentations. A sample form is included in Section III. In addition, the leaders may want some long-term evaluation of the workshop and of the ABCD model. A short letter requesting such information may be sent out some time after the workshop. A sample letter is included in Section III.

Additional Comments

If the workshop is a full-day one, the use of mediated and print materials to exemplify the various CHANGE AGENT activities can provide variety and add interest. The leader can select such examples from his/her own background experience and locally available materials.

In addition to the modules provided, the workshop should have an appropriate introduction and conclusion. The length of time allocated to these should be proportionate to the total workshop time. In a full-day workshop, for example, an introductory activity which takes thirty minutes is not excessive. Such an activity is provided in Section III, Appendix C. This activity, GROUP GROPE, assists participants to focus on the topic of the workshop and to experience the interactive mode of many of the activities. Another rich source of such activities is the series by Pfeiffer and Jones (Handbook of Structured Experiences for Human Relations Training, Vols., I-VII, 1974-1979).

As for the conclusion, in addition to whatever details of

business may need to be covered, the leader should provide some means for affective satisfaction, for psychological closure. This might include a short and informal period of discussion, exchange, or participant feedback. Or, it might end by refocusing on the CHANGE AGENT -- i.e., on the participants themselves. The content for such an activity appears in Section III, Appendix D. Another type of closing activity is a force-field analysis which facilitates the synthesis of the day's many analyses into one. Pfeiffer and Jones' Volume II (pp. 83-84) provides a simple exercise for such an analysis.

SECTION II ..... MODULES

MODULE 1: THE ABCD MODEL

Objective

- To have an overview of a training model based on principles of change

Estimated Total Time: 15 to 30 minutes

Leader's Guide

a. Content for Lecturette (5 to 10 minutes)

The ABCD Model

Training implies change on the part of the learner. As it concerns us here, change is a process. It occurs over time and is not a static one-time event. It is useful to have a systematic way to look at the elements that are important to the success of a change effort. One such systematic approach derives from the works of Havelock, Rogers and Shoemaker, and Gene Hall and his associates. Presented here as the ABCD Model, four elements are examined: the ADOPTERS, the BLACKBOX, the CHANGE AGENT, and the DOMAIN. (See Transparency 1.)

- The ADOPTERS are the target population -- those people whom you would like to change through training (whether they are regular or special teachers, principals, superintendents, paraprofessionals, parents, or whomever).
- The BLACKBOX is the new skill (e.g., informal reading assessment), procedure (e.g., team teaching), attitude (e.g., realistic view of handicapping conditions), or

policy (e.g., mainstreaming) which you would like them to adopt. It is the innovation.

- The CHANGE AGENT is you, the trainer.
- the DOMAIN is all of the above, plus whatever else exists in the personnel, physical facilities, resources, or organizational structure which is relevant to the adoption of the BLACKBOX.

People are most critical in bringing about change. Hence, much of the emphasis throughout the development of the model and the workshop is on the people -- the ADOPTERS, the key personnel in the DOMAIN, and you -- the CHANGE AGENT. The specific focus is on how to move the adopters toward accepting your BLACKBOX. Analyzing your situation from the perspective of a change agent will help you develop effective training strategies.

b. Instructions for Activity (10 to 20 minutes)

Following the introductory lecturette, ask the participants to turn to Worksheet 1 and identify their A, B, and C. Three alternative procedures are given below:

- Working Alone: In this activity, even though seated in a group, this fill-in-the-form activity can be done individually.

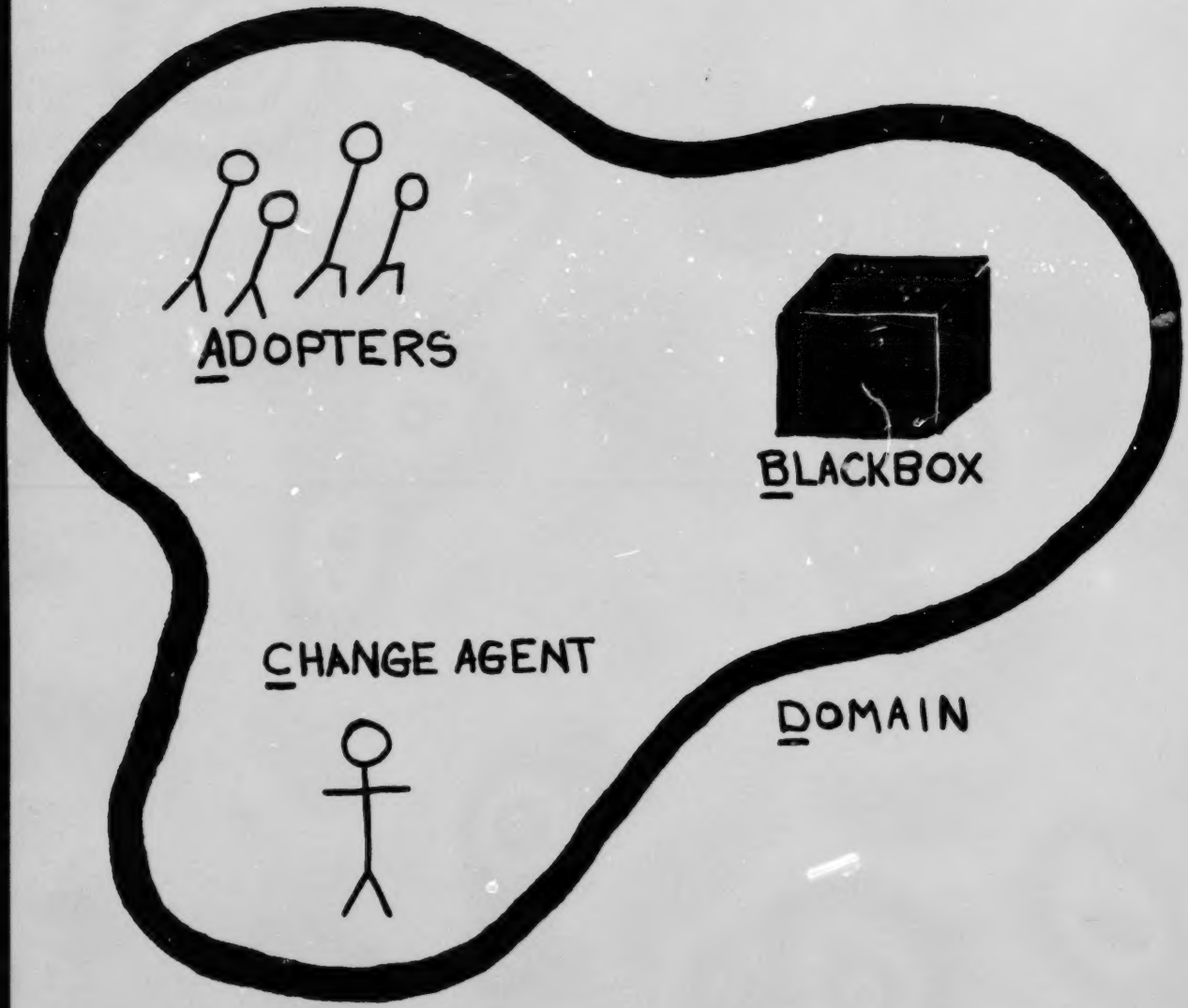
- Working Alone, Then in a Group: Participants can be asked to fill in the form individually, then at a specified time they can be asked to take turns telling how they completed the form. The group may then select one ADOPTER group and BLACKBOX for the entire table to work on together during

subsequent application activities.

• Working Only in a Group: Participants are directed to agree on an ADOPTER group and a BLACKBOX to form the basis for many of the subsequent application activities.

The leader should be available to answer questions or clarify instructions. In all of these procedures, there can be a final large-group sharing of ADOPTERS and BLACKBOXES. In a group of twenty-five participants at five tables, a minimum of five show-and-tells would be needed. These should be limited to about one minute each. If the activity was done by individuals only, the leader may find it expedient to ask for a few volunteers to show-and-tell their ADOPTER and BLACKBOX.

MODULE I TRANSPARENCIES



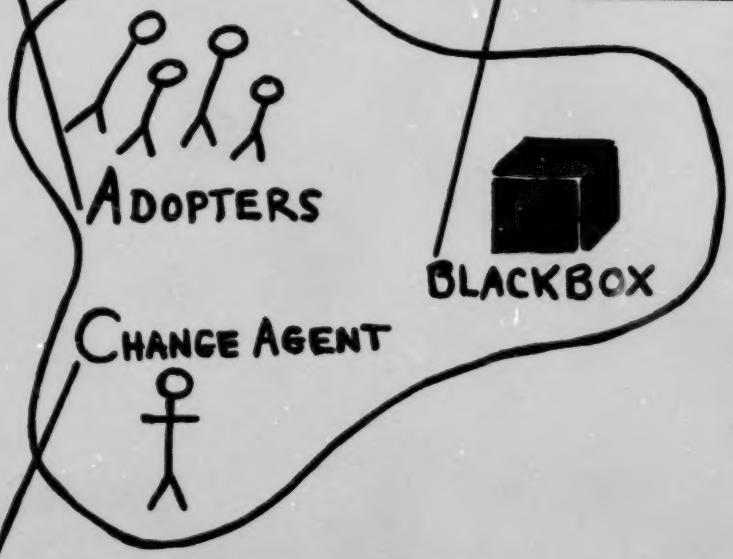
Transparency 1

MODULE I WORKSHEETS

WORKSHEET 1: YOUR ABCs

WHO ARE YOUR ADOPTERS?

WHAT IS YOUR BLACKBOX?



AS THE CHANGE AGENT, WHAT RELATIONSHIP DO YOU HAVE TO THE ADOPTERS? TO THE POWER POSITIONS IN THE SYSTEM?

MODULE 2: ADOPTERS

MODULE 2: ADOPTERS

Objectives

- to analyze individuals in terms of their stages of adoption
- to be aware of variance in rate of adoption
- to identify potential innovators and laggards in own situation

Estimated Total Time: 35 minutes

Leader's Guide

a. Content for Lecturette (15 minutes)

THE ADOPTER AS AN INDIVIDUAL

The ADOPTER in the ABCD Model is the trainee or the learner for any inservice effort. Then, why not just call them trainees or learners? Why call them "adopters?"

When you think like a CHANGE AGENT, you are not just trying to get someone to learn something new, you are trying to get someone to accept something new. If your inservice efforts are to be effective, your learners must become adopters -- they must adopt your new procedure, policy, set of skills, attitudes, whatever. And, knowing "where your learners are" with regard to adoption can be very helpful in planning your inservice strategies. But, where can learners be anyway?

Learners can be classified into several different, more or less successive, stages of adoption. Each stage represents a different relationship (degree of involvement, attitude, un-

derstanding, etc.) between the adopter and the innovation or BLACKBOX. The stages (See Transparency 2) which learners pass through as (and if) they move toward full adoption of your BLACKBOX are as follows:

1. Awareness. It is no surprise to find that a potential ADOPTER must first become aware of a BLACKBOX. This initial stage is one in which the person is passively receptive, neither seeking nor avoiding information with regard to the BLACKBOX.

2. Self-Concern. Once made aware of the BLACKBOX, the potential ADOPTER's first concerns are about how it will relate to him/herself. What new demands will be made upon him/her? Will s/he have a new role? How will the BLACKBOX change the person's relationship to the decision-making in the organization? to the reward system? If these self-concerns are adequately met, the person may pass to the next stage.

3. Mental Tryout. The potential ADOPTER begins to try out, to imagine the BLACKBOX in his/her own work situation. Questioning the cost, efficiency, management, scheduling, time-demands, and implementation of the BLACKBOX, s/he evaluates it and, if judged feasible in his/her own circumstances, moves to the next stage.

4. Testing. Finally, the potential ADOPTER tests the BLACKBOX in a real or simulated work situation. Dependent on the nature of the BLACKBOX, the person may need considerable training during this stage in how to use (and, hence, test) the BLACKBOX. In fact, repeated and extended training (and testing) may be essential before the person moves to adopt.

5. Adoption. The potential ADOPTER weighs the results of the test and decides to (or not to) adopt the BLACKBOX. His/her mastery of the BLACKBOX may be less than perfect for a time and occasional assistance may be necessary. If all goes well, in time, the adopter will fully integrate the BLACKBOX into his/her work situation.

Why are these adoption stages so important? In order to use strategies which will facilitate adoption, you must know in what stage of adoption the learners or potential ADOPTERS are. Failure to recognize adopter stages or to use appropriate strategies may result in rejection of the BLACKBOX by the ADOPTERS. Even the person who is "ordered" to adopt the BLACKBOX can, through various forms of sabotage, effectively reject it. And, even if the person doesn't reject the BLACK-BOX, s/he may take longer to adopt it than necessary. In general, you should be aware of the following:

- Individuals must go through all of the stages in the given order. Even though it is sometimes hard to observe an adopter actually going through a stage (e.g., the mental try-out stage) and even though many adopters undoubtedly cycle between stages, it is advisable to assume that each individual must go through each and every stage--in order--and to plan accordingly.

- Individuals may reject the innovation at any time. The adopter may, at any stage in the process, decide to reject the innovation. When an individual is free to adopt or to reject, there is no assurance, regardless of how many stages s/he may have passed through, that s/he will ever adopt.

• Individuals need sufficient time at each stage. Adoption will not be facilitated and may be retarded by rushing through the stages or by ignoring individual differences in rate of adoption.

Suggested Supplementary Reading

• Havelock, R.G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

b. Instructions for Activity (5 minutes)

Direct participants' attention to Worksheet 2 on Adopter Stages and ask them to use their new knowledge of adopter stages to classify the descriptions of behavior given on the left. After an appropriate time (perhaps five minutes), read the answers from the key and discuss any differences in classification:

KEY: 1. self-concern
2. mental tryout
3. awareness
4. adoption
5. testing

c. Content for Lecturette (10 minutes)

ADOPTERS AS A GROUP

Up to now, we have been talking about an individual learner--one who must go through a number of adopter stages. Now, let us look at the whole group of adopters. If you do the best possible job of providing appropriate activities for each adopter stage, can you assume that all of your learners will arrive at each stage of adoption simultaneously? Sorry, but

it is unlikely.

Even though all individuals need to go through the same stages of adoption, they tend to do so at different rates. Transparency 3 shows the familiar bell curve of so much human behavior. This time it applies to a group of people who are moving toward the adoption of something new. As you can see, most adopters are in the large, middle group. A few, though, are quicker--"the first by which the new is tried." Although such INNOVATORS are often viewed as odd-balls by the rest of the group, if you can find an innovator who is generally acceptable to others, you have a ready-made demonstrator to show the others how to do it. And, of course, a few people are LAGGARDS--"the last by which the old is laid aside."

It is useful to realize that variation in the rate of adoption is the nature of a group of people as they change. Thus, you need not heap condemnations on yourself, your training, or your learners. Also, by identifying sub-groups of learners in various stages of adoption (Who exactly are your INNOVATORS? your LAGGARDS?), you can better plan an individualized training program.

Suggested Supplementary Readings

Rogers, E.M. with Shoemaker, F.F. Communication of Innovations: A Cross-Cultural Approach. 2nd ed. New York: The Free Press, 1971.

Hall, G.E. "The Study of Individual Teacher and Professor Concerns about Innovations," in A Longitudinal Investigation of Individual Implementation of Educational Innovations. Austin: University of Texas Research and Development Center for Teacher Education, 1977.

d. Instructions for Activity (5 minutes)

Ask participants to turn to Worksheet 3 and take a few minutes to identify by name or initials those potential ADOPTERS in their situation who are likely to be INNOVATORS and to be LAGGARDS. After individual completion of the worksheet, group members from the same table or from the larger group may be asked to share and discuss their perceptions.

MODULE 2 TRANSPARENCIES

ADOPTER STAGES

AWARENESS

SELF-CONCERN

MENTAL TRYOUT

TESTING

ADOPTION

Transparency 2

28

Transparency 3

31

32

MODULE 2 WORKSHEETS

WORKSHOP 2: ADOPTER STAGES

Read the following descriptions and check the appropriate stage in the space provided beside each description.

	Adopter Stages				
	Awareness	Self Concern	Mental Tryout	Testing	Adoption
1. Martha asked the principal what the new law would mean in their own school. She was worried about her classroom.	☐	☐	☐	☐	☐
2. Jerry arranged for three teachers to visit another school to see team teaching in effect.	☐	☐	☐	☐	☐
3. A memo from the superintendent was their first indication that mainstreaming of handicapped children into regular classrooms would be a school policy beginning in the fall.	☐	☐	☐	☐	☐
4. We decided to try learning centers in the first grade for one semester before suggesting they become a district wide policy.	☐	☐	☐	☐	☐
5. A one-day in-service session was offered on how to do informal, classroom assessment of reading and mathematics.	☐	☐	☐	☐	☐

WORKSHEET 3: ADOPTERS AS A GROUP

List from among your own potential adopters those most likely to be...

INNOVATORS:

LAGGARDS:

MODULE 3: BLACKBOX

MODULE 3: BLACKBOX

Objectives

- to be aware of the critical characteristics of innovations
- to rate own BLACKBOX for ease of adoption
- to plan strategies to facilitate adoption of own BLACKBOX

Estimated Total Time: 30 minutes

Leader's Guide

a. Instructions for Activity (10 minutes)

Introduce activity by pointing out that analyzing the relevant characteristics of their own BLACKBOX will facilitate the development of an effective training program. Direct participants' attention to Worksheet 4. Ask them to rate their own innovation (BLACKBOX) on the nine items using a 1 to 5 scale. After participants have rated their innovation, ask them to total the scores. Then, ask for a show of hands for all with scores from 9 to 18, from 19 to 27, from 28 to 36, and from 37 to 45. Indicate that these scores are only rough indicators of their perception of the ease-of-adoption of their own BLACKBOXES, with the higher scores for those innovations viewed as difficult. Remind participants that they are probably at a late stage of adoption (e.g., the fifth stage) themselves, while their trainees are likely to be at an early stage of adoption (e.g., the first stage). Hence, the perception of the trainer and the trainee toward

the innovation are likely to be quite different.

Modifications of the Activity. If the groups are real-world groups, the members may want to compare their scores within the group to determine who the "optimists" and "pessimists" are. The group may want to use the worksheet as a springboard for discussing their different perceptions of the same innovation. Scores (by groups) may also be posted on a blackboard.

b. Content for Lecturette (10 minutes)

BLACKBOX CHARACTERISTICS

In trainining as well as other change situations, BLACK-BOXES differ across a number of dimensions which can have an impact on the ease of their adoption. Understanding the characteristics of the BLACKBOX will assist in designing sound change strategies. The relevant dimensions of the BLACKBOX (See Transparency 4) are as follows:

- Simplicity. Easy-to-understand and easy-to-use innovations are adopted more rapidly than hard-to-understand and hard-to-use innovations. (Example: a new diagnostic reading test vs. a child study process involving a number of school personnel.)

- Visibility. An innovation that is easy to see, and that produces results which are easy to see, is more readily adopted than one which is less visible. (Example: a new piece of audiovisual equipment vs. a new referral process.)

- Divisibility. An innovation which can be tried on a small scale or on a temporary basis is more readily adopted

than one which must be adopted on an all-or-none basis. (Example: a new lesson plan format vs. a new district-wide system of accountability.)

• Compatibility. An innovation that is consistent with existent practice and values will be more readily adopted than one which represents a radical change from traditional approaches. (Example: a principal who has always attempted to integrate handicapped children into regular classrooms and school activities will find implementation of P.L.94-142 easier than a principal who has resisted self-contained classrooms or having handicapped students assigned to his building.)

• Cost. Expensive innovations are more slowly adopted than inexpensive innovations. However, regardless of the expense, innovations that have either a high or a quick payoff are more rapidly adopted than those which have a low or a slow payoff. (Example: a new math series which uses dittos instead of expensive workbooks will be more readily adopted.)

Through analysis, you can identify the characteristics of your BLACKBOX which will facilitate and which will retard adoption. Some characteristics cannot be changed and must simply be taken into consideration. For example, if the BLACKBOX is an expensive, computerized data processing system of an all-or-none nature, its character works against easy adoption. All you can do is be aware and plan accordingly. (For example, you might use all possible lead time to heighten the interest and information for your potential ADOPTERS.)

Or, if the BLACKBOX is complex, its character works against easy adoption, and, again you must plan accordingly. (For example, you might introduce the innovation in stages over an extended period of time and provide extensive practice opportunities prior to actual full-scale implementation.)

However, a BLACKBOX analysis sometimes suggests that BLACKBOX characteristics can be changed. For example, when you realize that "divisibility" is a desirable characteristic, you may also discover that, while your BLACKBOX has been thought of earlier as a single unit, you can, in fact, divide it into smaller parts for tryout and even adoption. Many so-called educational innovations are actually several innovations in one. For example, effective mainstreaming can be said to include such sub-processes as individualized instruction, collaborative planning, team teaching, learning centers, paraprofessionals, informal assessment, and so forth. And, even these can be broken down and "tried out" on a smaller scale.

Suggested Supplementary Readings

- Rogers, E.M. with Shoemaker, F.F. Communication of Innovations: A Cross-Cultural Approach. 2nd ed. New York: The Free Press, 1971

c. Instructions for Activity (10 minutes)

After the above lecturette, direct participants' attention to Worksheet 5 for a further analysis of their BLACK-BOXES. Ask them to focus on each of the five dimensions using the questions on their worksheet (column 2) and to identify

and list the pluses and minuses of their BLACKBOX with regard to each dimension. Ask them to generate specific strategies for overcoming the minuses and for exploiting the pluses.

Modifications. This activity may be an individual or a group activity. If the participants are working in groups, each group may be asked to report on their strategies. If participants are working individually, a few may be selected or asked to volunteer to share their strategies.

MODULE 3 TRANSPARENCIES

CHARACTERISTICS OF THE BLACKBOX

- Simplicity
- Visibility
- Divisibility
- Compatibility
- Cost

MODULE 3 WORKSHEETS

WORKSHEET 4: YOUR BLACKBOX

Read each of the following statements and circle the appropriate number according to the following code:

completely agree	agree	undecided	disagree	completely disagree
1	2	3	4	5

This innovation...

1.	...will be easy to understand.	1	2	3	4	5
2.	...will be easy to provide a successful model of.	1	2	3	4	5
3.	...will be easy to teach.	1	2	3	4	5
4.	...will be easy to use.	1	2	3	4	5
5.	...will be easy to try out on a small scale or temporary basis.	1	2	3	4	5
6.	...is very much like past practices.	1	2	3	4	5
7.	...is compatible with values held.	1	2	3	4	5
8.	...will be expensive.	1	2	3	4	5
9.	...will have a high or quick payoff.	1	2	3	4	5

WORKSHEET 5: BLACKBOX STRATEGIES

CHARACTERISTICS OF BLACKBOXES	IS THE BLACKBOX...	DESCRIPTION OF YOUR BLACKBOX (note pluses and minuses)	SUGGESTED STRATEGIES
SIMPLICITY	• simple to understand? • simple to use:		
VISIBILITY	• easy to see in operation? • easy to see the results of:		
DIVISIBILITY	• feasible for small-scale tryout? • feasible for temporary tryout?		
COMPATIBILITY	• consistent with present practice? • consistent with existent values?		
COST	• expensive to tryout? • expensive to implement? • quick to payoff? • high in payoff?		

MODULE 4: CHANGE AGENT

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MODULE 4: CHANGE AGENT

Objectives

- to be aware that appropriate strategies exist for each adoption stage
- to identify CHANGE AGENT strategies which are appropriate for each adoption stage
- to design specific activities for selected stages in participant's own inservice training situation, particularly the first three stages

Estimated Total Time: 60 to 135 minutes

Leader's Guide

a. Content for Lecturette

CHANGE AGENT STRATEGIES TO MATCH ADOPTION STAGES

Overview. (5 minutes) For each adopter stage, the CHANGE AGENT role varies to respond to ADOPTERS "where they are at." (See Transpareny 5.) When the ADOPTER is in the stage of awareness, the CHANGE AGENT role is primarily that of an ad agent attempting to gain attention. As the ADOPTER moves into self-concern, the CHANGE AGENT becomes more of a guide, providing relevant information and responding to individual concerns. When the ADOPTER reaches the stage of mental tryout, the CHANGE AGENT adopts the role of demonstrator, showing how the BLACKBOX might work in the ADOPTER's setting. Once the ADOPTER is ready to test the BLACKBOX, the CHANGE AGENT becomes an instructor, helping the ADOPTER learn how

to use the BLACKBOX before s/he tries it out. When the ADOPTER actually adopts and uses the BLACKBOX, the CHANGE AGENT provides TECHNICAL ASSISTANCE, i.e., support, feedback, and encouragement.

Though CHANGE AGENTS may use similar activities throughout the entire adoption process, their focus will be on those activities most appropriate to the particular stage of the potential ADOPTERS. Matching strategies to the appropriate stages will enhance the effectiveness of the change effort. So when potential ADOPTERS have not yet even become aware of the innovation, the CHANCE AGENT should not hit them with an intensive how-to training session, but rather should provide brief, clear messages to make them aware of the BLACKBOX. Strategies for use during each of the adopter stages are discussed in greater detail below.

Suggested Supplementary Readings

- Havelock, R.G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Education Technology Publications, 1973.
- National Diffusion Network's Handbook of Diffusion Tactics, 1975.

Ad Agent. (5 to 10 minutes) Recall that before the ADOPTERS are in a stage of awareness, they are unaware of the BLACKBOX. At this point, your role as a CHANGE AGENT is to get their attention, to use the strategies of an ad agent who designs TV commercials. Be short and sweet! Hook 'em with something positive that appeals to their needs.

Expose them briefly and positively to the innovation so that their attention is gained and their curiosity even a bit aroused. However, don't expect them to be active; this is their passive stage. Suggested activities at this stage include the following:

- written notices that are short, clear, positive, realistic, and relevant to their needs
- posters accentuating the positive
- spot announcements on the intercom or in the newsletter

Guide. (5 to 10 minutes) Once the potential ADOPTERS are aware of the BLACKBOX and begin to ask questions about how it relates to them, it is time to be a guide who responds to their concerns with information and with reassurance. Identify the kind of concerns which your BLACKBOX is likely to generate and gather information which responds to these concerns. Answer questions realistically and provide relevant information. This is also a good time to promote group discussion. Don't worry if doubts are expressed. People do not necessarily reject that which they question. In fact, they may get more involved and move closer to adoption. Suggested activities at this stage include the following:

- written answers to common questions about the innovation (a mock question-answer session, for example)
- generate group discussions, preferably with an informed and non-defensive "expert" available
- establish and operate a hotline

Demonstrator. (5 to 10 minutes) Given sufficient

information, potential ADOPTERS may begin to think about using the BLACKBOX in their own situation and will look to you to provide a demonstration. The potential ADOPTER wants to see how the BLACKBOX works in a situation much like his/her own. While the demonstration may reveal problems with the BLACKBOX, it should also reveal satisfactions. Seeing successful implementation will provide the ADOPTERS with an impetus for moving to the next stage. Suggested activities at this stage include the following:

- a demonstration by a successful adopter of the blackbox
- a case study of a successful adopter
- a "Meet the Users" panel of successful adopters

Instructor. (5 minutes) After a period of positive mental tryout, potential ADOPTERS are ready to learn how to use the BLACKBOX in order to test its feasibility in their own situation. At this point, you become an instructor, providing specific and detailed instruction on how to use the BLACKBOX. A systematic approach to design and development can improve the effectiveness of training. (See Thiagarajan et al, 1974, book on Instructional Development. Although this book addresses itself to the problem of training teachers to do systematic development of classroom materials, the processes described are content-free and readily applicable to the problem of training trainers to do systematic development of inservice materials.) And, while locally developed or adapted materials may be preferred, knowledge of and familiarity with what is available

in teacher training materials can expedite training development. (See the EPIE publication.) The potential ADOPTER is very vulnerable at this point and may drop out and reject the BLACKBOX if the testing or instruction results in other than success. After all, if the ADOPTER fails or looks foolish, "it must be the fault of the BLACKBOX." Suggested activities at this stage include the following:

- systematically planning training
- adequate and informative feedback
- effective support

Suggested Supplementary Readings

- Thiagarajan, S., Semmel, D.S., and Semmel, M.I. Instructional Development for Training Teachers of Exceptional Children: A Sourcebook. Reston, Virginia: The Council for Exceptional Children (1920 Association Drive, Reston, VA 22091), 1974.
- EPIE Report: Number 86m, Teacher Training in Mainstreaming. New York: EPIE Institute, (475 Riverside Drive, New York 10027), 1978.
- EPIE Report: Number 80, Inservice Teacher Training Materials. New York: EPIE Institute (475 Riverside Drive, New York 10027), 1977.

Technical Assistant. (5 minutes) Once the ADOPTER has learned how to use the BLACKBOX and has tried it out in his/her own situation (or one like it), s/he will make a decision, either explicit or implicit, about incorporating it into his/her work routine. At this point, as technical assistant, you should be prepared to provide varied support

to insure continued implementation of the innovation. Too often it is assumed that because the ADOPTER has been trained to use the BLACKBOX s/he will easily incorporate it into his/her daily work. However, at this critical time, the ADOPTER particularly needs support and encouragement from his/her support system--the CHANGE AGENT, peers, and supervisors. You need to be supportive, available for additional instruction as necessary, and facilitative in developing institutional supports and rewards for competent use of the BLACKBOX. Suggested activities at this stage include the following:

- continued communication with the adopter
- liking the adopter with follow-up resources
- providing recognition for the adopter

b. Instructions for Activities (10 to 30 minutes each)

The suggested format for Module 4 is to deliver the content in a series of lecturettes, each one on the CHANGE AGENT role for one adoption stage (e.g., ad agent). The first three lecturettes are then followed by an activity applying the information to the participants' own project or setting. (Note that any one of the three following activities may be used for any one of the three lecturettes indicated.) Because instruction is the special expertise of trainers and because of workshop time limitations, the last two stages are not followed by an activity.

The application activities described here have been used for each adoption stage. The leader may choose from among these or generate new activities to assist participants

in application. Worksheets 6, 7, and 8 are for the first three adoption stages and each can be used with any one of the following activities:

- Group Brainstorm. After describing the characteristics of the strategies appropriate to the stage, give participants a few (perhaps five) minutes to jot down on a worksheet their individual notes on strategies. Then, remind them of the rules of brainstorming, i.e.,
  - anything goes
  - criticism or editorializing is inappropriate
  - redundancy is okay
  - the more ideas the better.

Then ask them to call out ideas of appropriate strategies for the stage under discussion. The leader(s) can record these items on a blackboard or flipchart at the front of the room for all to see. Co-leaders can write on two separate surfaces, hence maintaining a faster pace and more interest. When the group runs out of items, the leaders can "sweeten the pot" by offering hints to generate divergent thinking. At an appropriate time, bring the brainstorming to a close and discuss the items. While the discussion should be a non-threatening one, it should reveal items which might be more appropriate for some other stage. And, of course, it should recognize any particularly outstanding or innovative strategies. (For example, in one workshop, when asked for second stage strategies, one participant suggested that an interactive graffiti board be placed

in the teacher's lounge to generate and maintain interest and to provide a means for identifying and responding to doubts and questions.) Participants may want to note any particularly appropriate ideas on their own worksheet for later reference.

• Individual Strategy Generation. After the lecturette describing appropriate strategies for the stage, ask the participants to work individually using a worksheet. After five to ten minutes, the leader might ask participants to share with others at their table, discussing suggested strategies. The leader(s) may move from group to group, clarifying questions and encouraging productivity. At the close of the activity the leader may ask a spokesperson from each table to share the table's best idea with the entire group.

• Group Strategy Generation. Particularly if the individuals in workshop groups have real-world relationships, the leader may want to have them work as groups to generate strategies after the appropriate lecturette. Using a worksheet as a prompt, the groups may work independently for about ten to twenty minutes to plan strategies that they can actually use back-home in their own situation. Discussion of appropriate sequencing activities and resources needed for implementation will be possible. During the group work session, the leader may move from group to group, raising questions about strategies being proposed and clarifying points in the discussion. At the end of the

activity each group is asked to present its activity plan to the total group. The leader can provide feedback to each group as to the appropriateness of the strategies for the particular stage.

MODULE 4 TRANSPARENCIES

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IF the adopter's stage is ...	THEN your role should be ...
AWARENESS	AD AGENT
SELF-CONCERN	GUIDE
MENTAL TRYOUT	DEMONSTRATOR
TESTING	INSTRUCTOR
ADOPTION	TECHNICAL ASSISTANT

Transparency 5

MODULE 4 WORKSHEETS

WORKSHEET 6

When your adopter is in the awareness stage,
BE AN AD AGENT

Appropriate Tacts Include...

- get attention
- be brief and easy to understand
- be positive
- appeal to the needs of the learner
- instill curiosity about the innovation

Suggested Activities Include...

- send a written notice to potential adopters; make it brief, clear, positive, realistic, relevant to their needs
- put up posters which accentuate the positive
- make a spot announcement on the intercom
- send out one page questionnaires to generate interest and to provide you with information about the concerns of potential adopters

Fill in specific activities appropriate to own situation below:

WORKSHEET 7

When your adopter is in the self-concern stage
BE A GUIDE

Appropriate Tactics include...

- identify concerns
- answer questions
- provide relevant information
- respond realistically
- promote group discussion
- allow doubts to be aired

Suggested Activities Iclude...

- send a summary of the answers they gave to the concerns questionnaire during awareness
- send a list of answers to the "questions people often ask about X."
- generate informal group discussions
- have an intercom question-and-answer period
- be available and publicize availability to answer questions
- establish and operate a hot line

Fill in specific activities appropriate to own situation below:

WORKSHEET 8

When your adopter is in the mental-tryout stage,
BE A DEMONSTRATOR

Appropriate Tactics Include...

- provide a relevant example
- promote discussion with peer group
- help adopters visualize using the innovation
- demonstrate use in adopter or similar environment

Suggested Activities Include...

- write up and disseminate a case study based on a "satisfied customer"
- identify and make available for discussion satisfied adopters whose situations parallel the potential adopter
- record on portable cassette an interview of a satisfied adopter in a setting similar to that of the potential adopter
- videotape an interview with a satisfied adopter
- arrange an individual or group field trip to the site of a successful adoption
- arrange a panel of "Meet the Users"

Fill in specific activities appropriate to own situation below:

MODULE 5: DOMAIN

MODULE 5: DOMAIN

Objectives

- to define own adoption domain
- to analyze relevant organizational unit and/or school system
- to become aware of key personnel in change efforts
- to identify key personnel in own situation

Estimated Total Time: 50 minutes

Leader's Guide

a. Content for Lecturette (5 minutes)

DEFINING YOUR DOMAIN

In addition to specifying who the ADOPTERS are, what the nature of the BLACKBOX is, and what the CHANGE AGENT's role is, you need to know what else exists in the adoption DOMAIN that may affect adoption. The DOMAIN includes everything which is relevant to the adoption effort--the people policies, money, resources, facilities, equipment, values, laws, etc. Transparency 6 shows a sample DOMAIN for a change situation. The ADOPTERS are third grade teachers. Their organizational unit is Melton Elementary School. Both exist within the Johnson City School District. However, as indicated graphically, the DOMAIN is still larger and includes other factors which are relevant to adoption. Three broad questions which can be used to identify significant aspects of the adoption DOMAIN follow. The examples relate to the situation shown on Transparency 6.

• Where are your ADOPTERS? What is the organizational unit in which your ADOPTERS work? An organizational unit includes more than the ADOPTERS themselves. It's the day-in, day-out unit in which they function. For example, the organizational unit of the third grade teachers is their school, Melton Elementary.

• What forces within the organizational unit are likely to affect the ADOPTERS as they consider the adoption of the BLACKBOX? For example, the forces within Melton Elementary which might affect the third grade teachers as they consider adoption are the principal, the other teachers in the school, the secretary, the ancillary staff, the facilities and resources of the school, the students, the student-teacher ratio, the janitor, the lunchroom staff.

• What forces outside the organizational unit are likely to affect the ADOPTERS as they consider the adoption of the BLACKBOX? For example, forces outside Melton Elementary which might affect the third grade teachers as they consider adoption are the policies and attitudes of various people within the Johnson City School District, such as the school board, the superintendent, the coordinators, the supervisors, the parents. In addition, important forces from outside the school system might include federal and state funding available, other citizens in the community, relevant legislation, the policies and strength of teacher organizations.

Obviously, exactly which factors would be important also on what the BLACKBOX is.

b. Instructions for Activity (10 minutes)

After suggesting that participants note their own ADOPTERS and BLACKBOXES at the top of Worksheet 10, ask them to define their own DOMAIN by responding to the three questions. After an appropriate time (e.g., five to ten minutes), the leader may want to have a selected sharing with the larger group.

c. Content for Lecturette (5 minutes)

THE CLIMATE OF CHANGE IN YOUR DOMAIN

A school, department, system, district has a "climate of change"--that is, a personality of its own with regard to changing. This climate involves such factors as the communication flow, decision making procedures, level of mutual trust and reward system. An "open" climate is characterized by honesty, openness, flexibility, a sense of group membership, mutual respect, low threat, and the like. A "closed" climate lacks these characteristics.

d. Instructions for Activity (10 minutes)

Direct participants to fill in Worksheet 11 as a tentative assessment of the climate of change in their organizational unit. Unless their organizational unit includes the entire school system, they should also assess the climate of change of the school system. After sufficient time (e.g., five to ten minutes), ask them to total the number of checks to the left and to the right of the vertical line for each assessment. Indicate that more checks on the left than on the right suggests that the organizational unit

or school system is "open" to change; the reverse suggests that the unit or system is "closed" to change.

e. Content for Lecturette (10 minutes)

KEY PERSONNEL

Key personnel are those people within the DOMAIN who are likely to "make or break" the adoption of the BLACK-BOX. They may be people from the group of ADOPTERS or they may be others within or outside the organizational unit. First, let us look again at the bell curve of ADOPTERS and characterize some people in a bit more detail. (See Transparency 7.)

"Most adopters" fall into the large middle group, neither the first nor the last to adopt. However, even within this large group, some people adopt sooner than others, in fact, some adopt shortly after the innovators adopt. It is in this group of early "most adopters" that a few people--who are very significant to the adoption effort--may be found. These are the opinion leaders. Havelock (1973) says,

> Opinion leaders...are certain influential people who are held in high esteem by the great majority of their fellow men... They watch the innovator to see how the idea works, and they watch the resister (laggard) to test the social risks of adopting the idea. Indeed, in many cases they are eager to observe these changes because their continuance in power rests upon their ability to judge innovations. They want to be champions of the innovation whose time has come. In other words, they must be able to adopt new ideas at the point at which those new ideas become popularly feasible. (p. 120)

Hence, the importance of the opinion leaders to any adoption effort is clear. In addition, certain innovators

and laggards can also be helpful. While innovators often lack close ties to their peers and may have "stood up too often for lost causes," if you can identify acceptable innovators, that is, innovators who are acceptable to the rest of the adopter group, they can become invaluable assets--demonstrators of the innovation. Also, if you can identify vociferous laggards, two benefits can accrue: (a) you can determine objections to the innovation which may be valid (and which may, in any event, become the basis for much "bad-mouthing" on the part of the laggards), and (b) you may be able to de-fuse the negative attitudes of some laggards. In short, you can use acceptable innovators and vociferous laggards to further your adoption cause.

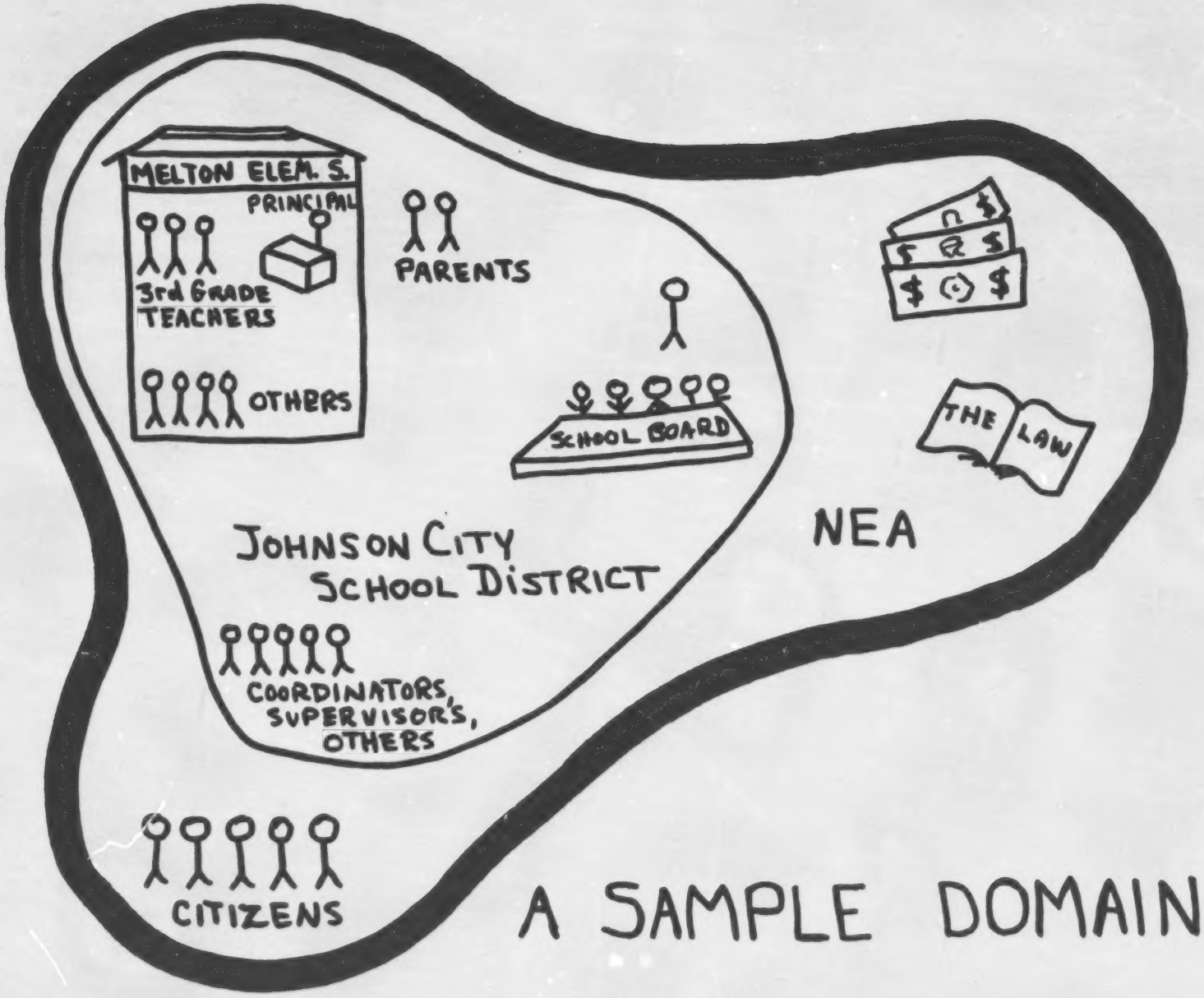
In addition to these potential key personnel from within the adopter group, others who may or, more likely, may not come from within include the formal leaders and the gatekeepers. Formal leaders are those who hold positions of power or authority, such as administrators. They can throw up roadblocks to any adoption effort, or they can be facilitative. Another important group of key people are the gatekeepers. They may include such people as the principal's secretary who, while neither an adopter nor a leader, can effectively block your efforts to communicate.

f. Instructions for Activity (10 minutes)

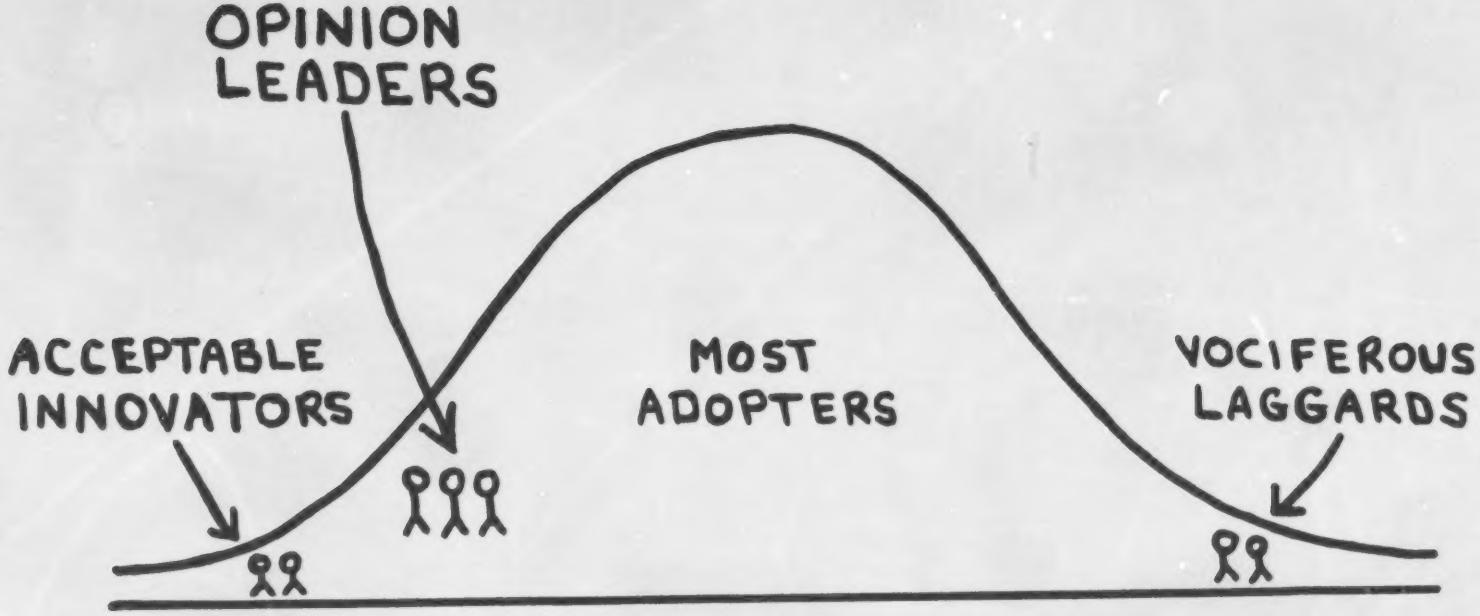
Noting that some potential key personnel exist within the group of ADOPTERS themselves (i.e., acceptable innovators, opinion leaders, and vociferous laggards) and that others are often outside the group of adopters (i.e., formal leaders

and gatekeepers), instruct the participants to identify people in their own real-world situations who are probably key personnel. (Worksheet 11.)

MODULE 5 TRANSPARENCIES



A SAMPLE DOMAIN



Transparency 7

MODULE 5 WORKSHEETS

WORKSHEET 9: DEFINE YOUR DOMAIN

Your Targeted adopters:_____

Your blackbox:_____

- Where are your adopters? (What organizational unit are they working in? This should include more than the Adopters themselves. It's the day-in, day-out unit the Adopters function in, such as a school.)

- What forces (people, policies, resources, facilities, attitudes, values, past events, etc.) <u>within</u> that organizational unit are likely to affect how, when, or if the Adopters adopt your Blackbox?

- What forces (people, policies, resources, facilities, attitudes, values) <u>outside</u> that organizational unit are likely to affect how, when or if the Adopters adopt your Blackbox?

WORKSHEET 10: ASSESS THE CLIMATE OF CHANGE

OF YOUR ORGANIZATIONAL UNIT	almost always	usually	not usually	almost never
1. Are all personnel involved in a project included in the decision-making process?	( )	( )	( )	( )
2. Do people feel free to question the established way of doing things?	( )	( )	( )	( )
3. Are conflicts openly discussed and considered normal for an organization's functioning?	( )	( )	( )	( )
4. Are people encouraged to keep informed about innovative educational policies and practices?	( )	( )	( )	( )
5. Are people rewarded for being innovative?	( )	( )	( )	( )
6. Is there openness and trust in communication among personnel?	( )	( )	( )	( )
7. Do ideas from all people receive a fair hearing?	( )	( )	( )	( )

WORKSHEET 10: ASSESS THE CLIMATE OF CHANGE (CONTINUED)

OF YOUR SCHOOL SYSTEM	almost always	usually	not usually	almost never
1. Are all personnel involved in a project included in the decision-making process?	( )	( )	( )	( )
2. Do people feel free to question the established way of doing things?	( )	( )	( )	( )
3. Are conflicts openly discussed and considered normal for an organization's functioning?	( )	( )	( )	( )
4. Are people encouraged to keep informed about innovative educational policies and practices?	( )	( )	( )	( )
5. Are people rewarded for being innovative?	( )	( )	( )	( )
6. Is there openness and trust in communication among personnel? personnel?	( )	( )	( )	( )
7. Do ideas from all people receive a fair hearing?	( )	( )	( )	( )

WORKSHEET 11: IDENTIFY YOUR PERSONNEL

List the names (or initials) of key personnel from the Domain of your own adoption situation.

ACCEPTABLE INNOVATORS (innovators who are acceptable to the rest of the group who may make good demonstrators for your Blackbox)

OPINION LEADERS (probably from Early Adopter or Early Majority category, others look to these people for leadership in anything new)

VOCIFEROUS LAGGARDS (people who are likely not only to resist but to talk about it, negatively affecting others)

FORMAL LEADERS (people who hold official positions of authority or power, e.g., superintendents, supervisors, principals, etc.)

GATEKEEPERS (people who hold strategic positions insofar as the flow of information, etc., goes)

SECTION III ..... APPENDICES

APPENDIX A: REFERENCES

SUGGESTED SUPPLEMENTARY READINGS

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APPENDIX B: EVALUATION FORMS

Short Term Evaluation

Activity: Effective Design of Inservice Training

Purpose: To develop skills for determining when and when not to train.

Please rate the effectiveness of this activity in terms of the items listed below.

Poor			Adequate			Outstanding
1	2	3	4	5	6	7

Using the above scale of 1-7, estimate the:

_____ extent to which this activity achieved its purpose.

_____ usefulness of this activity for you.

_____ degree to which the activity was clear.

_____ cooperation of group participants in this activity.

Comments:

812-337-2734

Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

June 19, 1979

Dear Workshop Participant:

Earlier this spring, you participated in a workshop on pre-inservice training design as a part of your involvement with the National Inservice Network. At that time, we explained that we were interested in determining the usefulness of the workshop material in your district planning for inservice activities.

We are, therefore, asking you to take a few minutes now to reflect on the following question and jot down some notes to return to use.

> As you have been planning next year's inservice training, what effect did our workshop have on the strategies and specific activities that you have developed?

Please return this letter in the enclosed envelope. Thank you for your assistance in helping us evaluate the usefulness of the workshop content to your planning efforts. We extend our best wishes for a successful inservice program in the coming year in your district.

Sincerely,

Diane + Kathy

Diane Dormant
Kathy Byers
Workshop Facilitators

Enclosure

APPENDIX C

AN INTRODUCTORY ACTIVITY: GROUP GROPE

GROUP GROPE: A STRUCTURED INTRODUCTORY ACTIVITY*

GROUP GROPE is a structured, interactive technique designed to increase participants' awareness of the area. It alerts participants to a wide range of positive and negative opinions related to the overall domain. In addition, it helps participants feel more comfortable toward each other and toward the interactive nature of the activities which follow. The steps of GROUP GROPE are given below.

0. Before the meeting, the facilitators prepare a set of opinion cards (approximately twice as many as there are participants) which contain statements about the broad domain. These should include both positive and negative opinion cards and serve to "sweeten the pot" of opinion cards generated by the participants. They can be either typewritten (in which event, "sweetening" will be obvious) or handwritten.

1. At the beginning of the meeting, particpants are given four blank cards and asked to write a statement on each card. Each statement should be either an opinion which is held by the participant or an opinion which the participant thinks someone else might hold.

2. The opinion cards are mixed up and redistributed so that each participant receives three cards. Participants are asked to study and prioritize them according to the degree to which each opinion corresponds to their own per-

*Dormant, D. and Thiagarajan, S. "How to Remove Mush from your Meeting," SIMAGES, Vol. 1, No. 2, Summer, 1979.(an excerpt)

sonal opinions. During this period, they are asked not to talk to each other.

3. The left-over opinions cards are added to those prepared ahead of time by the leaders and are spread out, face up, on a discard table. During the next phase of the activity, participants are asked to come to the table to exchange cards from their own hands for others which are more representative of their opinions. Any number of cards may be exchanged during this session. However, each participant should maintain a total of three cards. Again participants are asked not to talk to each other.

4. During this phase, for the first time participants are encouraged to talk to each other. Again the goal is to make their hands better, that is, more representative of their opinions. However, another goal is to become familiar with each others' opinions. Participants are asked to walk around, compare hands, and exchange any number of cards - one for one. (In the meantime, leaders remove all discards.)

5. Participants are asked to compare their cards with each others' cards and to form coalitions with kindred souls. A coalition may include any number of people. Coalitions are directed to select three cards which are acceptable to all members and to discard the rest. (Once again, leaders remove discards.)

6. Each coalition is asked to study its three cards, to write a statement summarizing them, and to select a team name which reflects its philosophy and position on the topic. Teams take turns reading their final set of cards, the summary statement, and the name of the team.

APPENDIX D

A CONCLUDING ACTIVITY: YOU, THE CHANGE AGENT

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a. Content for Lecturette (heart-to-heart)

Up to now, we have asked you to focus your attention on the needs, the concerns, and the problems of other people--the ADOPTERS and the key personnel in your adoption system. Now, we would like you to think about yourself, the CHANGE AGENT. What kind of a person do you need to be effective--and to survive--as a CHANGE AGENT?

- You need to know your innovation. You don't need to have all of the answers, but you do need to have anough information to be credible in your role. If you don't know anything about your BLACKBOX, why should a potential ADOPTER listen to you when you say "adopt"?

- You need to be sensitive to individual needs and to specific concerns about the innovation. If you're not good at "reading people," at really listening and hearing, then you'd better acquire these skills or give up the role of CHANGE AGENT. (Among the best sources of information in this area are the publications from the University of Texas Research and Development Center in Teacher Education. Generally easy and interesting to read and inexpensive to purchase, these materials can significantly increase your understanding and your skills as a CHANGE AGENT.)

- You need to be good at analyzing groups. It's not enough that you know the concerns of your individual adopters; you must also understand the social system in which they

relate and work. Who do they listen to? Who do they talk to in the lounge? Who are they intimidated by? Who do they trust? Who do they eat lunch with? Who do they bowl with on Wednesday night? (and all the same questions about their leaders)

• You need to live well with ambiguities. When you make a change in a system over which you have total control (e.g., cleaning your garage), you may be able to plan and implement the plan without a bobble. However, when you try to make a change within an educational system, you have no such control and your plans (and, indeed, you should have plans) will undergo frequent change, if not undoing. You have to "flow with their river" as well as your own. Flexibility is essential.

• You need to accept being invisible. Change agentry is a funny business. The better you do it, the more invisible you are. And, this means you may never hear "Gee, you did a good job for us." In fact, the better you do your job, the more likely someone else will take and get credit for it.

• You need a friend. Change agentry is a solitary business. You need someone to talk to whom you can trust--preferably from completely outside the system you're working in.

• You need to give yourself "strokes." You need to believe in your own value, to have confidence in your own worth, and to have the skills--in those moments when things go wrong (or, worse, when they go right and no one notices you)--to put your hand on your back and say, "It's okay, old buddy, you've done good."